

Appendix A:

MENTOR TRAINING PROGRAM PROPOSAL FORM

Program Description: *(open commentary format)*

Program Objectives:

For each of the objectives listed below, please address how you will conduct learning activities and assess learning outcomes. Include examples of activities and resources to be used per program objective.

Mentors will be able to:

Learning Activities

Assessment Activities

Describe teaching behaviors, which mirror INTASC and Indiana standards for teachers.

Describe content-specific standards-based (knowledge and pedagogy) teaching.

Assess a teacher's lessons and other classroom episodes to determine the teacher's knowledge, dispositions, and performance abilities in teaching to content and developmental standards.

Explain and show examples of multiple assessments for use in evaluating students' learning in a given subject or grade level and how they align with instruction and teaching standards.

Explain characteristics of "teacher as reflective practitioner," with reference to possibilities for action research and inquiry.

Use problem solving strategies in addressing issues in teacher development (for example, the issue of applying class management strategies to ameliorate the effects of a student's disruptive behavior).

Mentors will be able to:**Learning Activities****Assessment Activities**

Describe principles of class management which beginning teachers should use in establishing a class climate conducive to student learning.

Explain a variety of teaching strategies, which address various learning modalities and styles

Conduct an evaluation interview with a beginning teacher demonstrating 1) active listening, 2) effective use of questions, 3) and suggestions for improvement.

Explain Indiana's beginning teacher induction program.

Describe the development of an initial practitioner's teaching portfolio, with reference of indicators of quality.

Complete selected tasks represented in the beginning teacher assessment portfolio.

Essential Elements in Scoring Rubric:

Describe how the program will include each of the Essential Elements listed below.

1. The program will involve periodic meetings over time to enable participants to reflect on information and develop understandings and skills for fulfilling the role of mentor.
2. Teachers in the program will examine documents and perform tasks from beginning teacher's portfolios to gain experience in portfolio development and evaluation.
3. Teachers in the program will spend time in group activities, experiencing collaboration and cooperation in learning and evaluating information, concepts, and skills.
4. The program will include an assessment component for documenting mentor teacher's achievement of program objectives. See section on assessment below.
5. The program will include collaboration among school corporations, training entities, and higher education through a combination of P-16 educators to provide classroom experience.
6. The program will include methodology for teacher reflection and inquiry, with examples of questions that guide action research in classrooms.
7. The program will include a minimum of a least one IPSB-certified trainer.

Assessment:

Describe how the program will address each level of assessment.

1. Provide ongoing assessment of participants during training program.
2. Describe the methods to be used for the general evaluation of program.
3. Provide the rubrics to be used for the assessments.

Timeline:

Describe the number of sessions, span of time, and hours to be spent in program sessions. The

Appendix B:

Scoring Guide for Mentor Training Program Approval

Criteria for Scoring	Points Possible	Points Credited
I. Program Objectives (3 points per objective; 12 objectives)	36	
II. Essential Elements (3 points per element; 7 elements)	21	
III. Assessment (3 points per category; 3 categories)	15	
Totals	72	

Comments: